



1929

Campus Comment, January 1929 (Men's Issue)

Bridgewater State Normal School

Volume 2

Number 4

Recommended Citation

Bridgewater State Normal School. (1929). *Campus Comment, January 1929 (Men's Issue)*. 2(4).
Retrieved from: <http://vc.bridgew.edu/comment/11>

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CAMPUS COMMENT

VOL. II

PUBLISHED BY BRIDGEWATER NORMAL SCHOOL
MEN'S ISSUE

NO. 4

BASKETBALL

Varsity basketball is well started and according to the present indications an unusually successful season is ahead of our squad of veterans. Having lost but one man by graduation, Captain Riley, the old squad is back with a year's experience behind it and a determination to improve last year's record as much as possible.

Three freshmen promise to develop into players of ability, Asch, Carroll, and Cullen. Returning from last year are the following: Burke, Belcher, Hill, Mantyla, Shaw, Averill, Parker, Sweeney, and Doll. Although the team is handicapped, having no paid coach, this year should prove convincingly that such a handicap will not prevent Bridgewater Normal School from taking a prominent place in the world of basketball.

There are plans under way to organize a cheering section among the girls for the home games to be played in the gymnasium. We promise some thrilling games with the Bridgewater Town Team, and in return beg of you, the student body to give us your most ardent support, not only financially but morally, as evinced by your co-operation in this cheering section.

"MORGAN ENSHRINED"

On the shores of the estate of Colonel E. H. R. Green at South Dartmouth, Massachusetts, the oldest of the famous New Bedford whalers, the "Charles W. Morgan", lies in her last berth of cement, a living memorial to:

"They that go down to the seas in ships,

That do business on the great waters,
These see the works of the Lord
and his wonders of the deep—"

Psalm 107—:23. 24.

This old bark, as sturdy as the day she was launched in 1841, eighty-eight years ago, is the oldest whaling vessel afloat. At about the time when it seemed that there would be no relic of the old New Bedford whaling fleet, Col. Green started and financed a movement to preserve this sole survivor of a huge fleet. As a result "Morgan Enshrined" was formed, a corporation with each descendant of an old whaling captain owning one thirty-second of the shrine.

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SOCCER LETTER AWARDS

After the N. A. A. chapel program Tuesday, January 29, Dr. Boyden presented the school letters to those men on the soccer team who are entitled to wear the red "B's". Those receiving the letters were: Charles Belcher, James Beckwith, Archibald Shaw, George Chaplin, Edward Radsuk, Thomas Cullen, John Carreira, Donald Damon, Thomas Costello, Alfred Averill, Osbourne Bearse, Leonard Palopoli, Joseph Sweeney, Francis Carroll, Walter Longmore, Benjamin Hill, and Raymond Jenness.

The schedule for the year follows:

Normal 0	New Bedford Textile 1
Normal 1	Brown 2
Normal 1	Northeastern 3
*Normal 3	Tabor 2
*Normal 5	Fitchburg 0
Normal 3	Tabor 2

13

10

*Home Games

THE IRON MAN

Probably the most discussed or the most amusing product of present day science is the so-called "Iron Man." This Robot, to use the proper term, is simply a mechanically controlled man. He works by a vibration on sensitive instruments which function only by the emittance of certain phraseological expressions from the human voice. These expressions produce the uncanny activity of these manufactured parasites.

To show, by example, the effect of a certain sound, I discovered that when the words "pray be seated" were spoken to a certain Robot, he immediately leaned his trunk forward forming a ninety degree angle with his metal legs. Then he repeated the same angle, this time using as a vertex his highly polished patella, thereby assuming a comfortable sitting position on a sofa. But this is not all. Having arranged himself in such a manner, he began to pour forth a scratchy but pathetic tale from somewhere in the vicinity of his muffled epiglottis. The reception of this utterance was somewhat stifled and the quality was of a static nature probably due to an unchanged phonograph needle hidden within his noble metal. His incessant

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THE MEN'S COUNCIL

At last the men students of this school have a men's council. It is no longer a fancy but a reality. It consists of a representative from each of the four classes, resident students and two more, non-residents. Together with the Dean, Mr. Kelly, they form a body which is to be known as the Men's Council.

This body is to consider all matters pertaining to the men students, resident as well as non-resident. It hopes to do a great deal in helping the men during school hours as well as after school hours. As an advisory board it hopes to function in a manner suitable to the student as well as to others concerned. Any complaint regarding the conduct of the men on the campus is to be dealt with by this council. The school grants the men certain prerogatives. Any question involving these privileges is to be settled by this newly-formed council. Being a tangible body with definite functions this council will create a better co-operative spirit within the student body.

ON AESTHETIC DANCING

Editor's note: These instructions were devised before the very learned freshman instructor knew of the course already being given by Miss Denniston. However, these notes may be of value to Miss Denniston's class.

After viewing the various activities indulged in by the young ladies of this school—archery, debating, dramatics, and others—I am greatly surprised to find that aesthetic dancing is not in evidence. However, after much meditation I have arrived at the conclusion that this is forced upon the women by lack of knowledge necessary for the performance of this terpsichorean pastime.

But, I beseech you, restrain your bereavement and I will undertake to impart to you from my store of knowledge such tidbits as may serve to enlighten your ignorance upon this subject. Before you decline I hastily add that this instruction is free.

For this course you had better provide yourself with a pair of white window curtains, a first-aid kit (large size) and—oh, yes, summer weather. This last is most important.

Having thus equipped yourself you trip forth for your first attempt. You will have no difficulty in tripping forth, indeed, you will undoubtedly trip back and forth (ultimately down) owing to the nature of your apparel. You perceive from the start how easy it is going to be to follow these instructions.

For your "stamping grounds" I should suggest that part of the campus where the frog-pond is located, for generally, when a pool is available, it forms part of a harmonious scene. Something about this setting must provide the harmony, if not you, then the pond.

Your first attempt will be the "Dragon Fly." Perch yourself upon a convenient rock, and after posing yourself, launch out into the air, flapping your arms to the side and allowing your feet to trail along behind. If performed properly you should land firmly. If you don't, try again. If you do, don't mind a little dirt; art for art's sake you know. Just apply the first-aid kit and you are ready for the next step.

This creation is known as the "Brodie Hop", patterned somewhat after that famous gentleman's exploit. Run two or three steps toward the pool, cast yourself upon the atmosphere and let gravity do the rest. Important! Do not forget to back pedal violently with the feet at the apex of your leap. (Mr. Brodie did the same to avoid contact with a bridge cable.) This is very impressive—from a distance. Never try this step if you are alone. A friend is needed to extricate the upper three-fifths of you from the bottom of the pool.

If your ardor for this pleasure is unabated, you might pass to the last and most important effort, "The Flying Dutchman." For this select a tall evergreen (there are several around the pool) and mount to its highest tip. Heave up the anchor and you're off! You are an aviator (German) so whirl your arms for the propellers and twist your feet for the rudders. Whoa! Here comes a Yank! That's it, dive over the side and release your shute.

If you survive this step, you are entitled to membership in the A. A. A. (Amalgamated Association of Astute Aesthetes) with a free visit to an alienist. Of course, it is under-

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Gift. Lindquist

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 Published by State Normal School
 at Bridgewater, Massachusetts.
 Published monthly, subscription
 \$1.00 per year, \$.10 per single copy.

EDITORIALS

THE PART MEN PLAY IN THE LIFE AT BRIDGEWATER NORMAL SCHOOL

Many times when talking with various people and mentioning the fact that I attend Bridgewater Normal School, I have had certain persons look at me queerly. After several past experiences, I have come to interpret these expressions in the following manner:

"Bridgewater Normal School! Why I thought that institution was only for women. What are you doing there?"

To all of which I have replied by correcting the wrong impression, and by giving a detailed account of the part played by men in the school. Admittedly there is some ground for the belief that Bridgewater is for women only. The numerical difference is great. Twenty men per year is the quota—against hundreds of females. Therefore, numerically the men are at a disadvantage; but this is positively not so intellectually, nor financially.

In proportion to their numbers—not over seventy—the men are perhaps more actively engaged than their fellow co-eds. They accomplish a great deal in a place where men are—shall we say—not welcomed?

The organizations of the men are the N. A. A., the Men's Club, the Men's Glee Club, the Men's Dramatic Club, and the Knights of Harmony. The men also form an integral part of the school orchestra, and furnish leadership in many class activities.

The Men's Club is the most inclusive of all of the organizations. Every man in the school is a member. The purpose of the organization is to bind the men together in a spirit of good fellowship and to advance their cause in the teaching profession. Meetings are held monthly. When possible, eminent schoolmen are secured to address these meetings at various times throughout the year.

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STUDYING

To many the art of successful studying in never acquired, some try persistently and earnestly to master knowledge, yet do not succeed; others do not wish to acquire the art but merely desire to get along with as little work as possible. It is to this first group that the following lines are dedicated, with the hope that these people may be able to gain a few points which will enable them to master the subject matter more easily.

In speaking of this art of studying there is no intention to write a treatise on the Psychology of Learning. The term is used to imply a practical system of planning the work so as to master assigned lessons most efficiently.

Planning is an excellent word to use, for this entails foresight. Planning, then, in one of the cardinal principles to put into operation.

Here is an example of careful planning. A student sits down at six o'clock and has three hours to devote to his studies. He looks at his program card which tells him that he has four subjects to prepare for the morrow's work; and in two of these he has an extra long assignment. The first thing he does is to prepare a budget which allots a specified amount of time to each study. This is an example of a budget made in cognizance of the above situation.

6:00—6:30	Geography
6:30—7:30	History
7:30—8:00	Psychology
8:00—9:00	English

The student must now follow this plan; for he knows the amount of time to spend on each subject with his time proportioned according to the difficulty of his assignments.

A fine beginning has been made. During the remainder of the study period the learner must concentrate upon the material at hand. One cannot say enough about the importance of the word "concentrate." It is only by concentrated effort that one learns efficiently or effectively. Some people believe that they have no power of concentration. This is a misapprehension. The only way to acquire it is by actual practice.

When the pupil is studying and concentrating, he should be doing one other important thing. He should picture the material that he is reading, so that the printed page means more than a mere collection of words, phrases, and sentences. Facts should be marshalled in their logical relationship so that the person can give the idea of the subject matter in his own words; and can be quizzed as to meaning, cause, and effect.

The last step is another important factor, although not used just at the moment of study. The student should make use of the knowledge gained. Contribute in the classroom. One must participate, talk, act to gain from the discussion and to master subject matter.

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POETRY

To Campus Comment (Men's Issue)
 With labor and pain
 We've struggled in vain
 To produce an issue worthwhile.
 It is our fond hope
 That you'll find in its scope
 News that will make you smile.
 It is our fond passion
 To create the fashion
 Of setting the standard so high,
 That the forth-coming papers
 Won't cut any capers
 By showing our faults to the eye.
 On behalf of the men,
 Who were silent till when
 Opportunity showed them the way,
 Then arose to the calling
 When others were stalling
 By using their talents and say—
 We have given our best
 We've responded with zest
 To make this issue outstanding.
 We've labored with pain
 Have we labored in vain?—
 We hope not.

Howard Nickerson

IN IMITATION OF A PARAGRAPH IN THE GEOGRAPHY BOOK

Through the Storm
 The wind had abated
 In silence we waited
 For the storm to burst in its fury.
 The haze o'er the sun
 A sign it is one
 Of an approaching cyclonic disturbance.
 As the lurid sun set,
 Clouds blacker than jet
 O'er the horizon came rolling.
 The air was oppressive.
 The heat was excessive.
 The wind was beginning to howl.
 Every man at his place
 With expressionless face (ashen gray face)
 For he knew that the storm had no mercy.
 When once in its grip
 Scarce any a ship
 Could hope to escape from its vengeance.
 When the gale it increased,
 It suddenly ceased
 And the barometer showed a quick rise
 And the sea stood still
 As if 'twere the will
 (Of the storm to show them mercy)
 But the looks on the faces
 Of the men lashed to their places
 Knew well that only the center had passed.
 The barometer dropped
 The wind that had stopped
 Was raging and whirling again
 And the ship seemed to bend
 As to the grave she would send
 All of her stalwart crew.
 With her masts torn asunder,
 The crew it was under
 Great odds to manage their bark,
 But the wind soon abated
 The men had been mated
 And fell on their knees to their God,

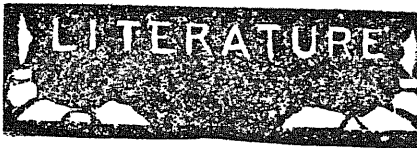
Who had saved them from death
 And given them breath
 To offer Him prayers and song.
 But this contact with God
 Under foot soon was trod
 As they labored to come into port,
 Where they soon drowned their sorrows
 And forgot on the morrows
 Of how they were graciously saved.
 Howard Nickerson.

IN IMITATION OF
 MR. NICKERSON'S POEM
 Prelude to Through the Storm
 The class sauntered in,
 With a groan and a grin
 The students noisily seated.
 The "prof" old and wise
 Looked behind each false guise
 And sighed, "Lack of knowledge,
 repeated!"
 The noise soon receded
 The assembled proceeded
 To open their books for the day,
 But the demon "Digestion"
 Soon caused a repression
 Of wide-awake thoughts—led astray.
 At last spoke the "prof",
 "Please listen—don't scoff
 At the efforts of our Laureate.
 'Tis based upon weather
 So while we're together
 Let's hear how the storm did abate."
 Then up rose bold Nicky—
 "A poem I have—Tricky—
 But based upon practical theme.
 The storm in its glory,
 (A demon in story,)—
 Approached our ship on the sea.
 The barometer's fall
 In our hearts did install
 Fear of calamity.
 The wind soon abated,
 Green sailors elated
 Found comfort. The storm was no more.
 But the tempest returned
 And the sailors soon yearned
 To have one foot safely on shore.
 Long we tossed on the sea
 What would our fate be?
 Soon night came and fled as before.
 When barometer rose
 We knew as one knows (nose)
 That danger was over once more.
 Proud Nicky had ended,
 So proudly he wended
 His firm, measured tread to his seat.
 With applause he was greeted
 For the great thoughts secreted
 Behind his blonde brow—were elite.
 Now the moral containeth
 In my poem—refraineth
 From stating—for simplicity rules.
 Please avoid repetition
 Do practice omission!
 And leave idle gossip to fools.

ON AESTHETIC DANCING

Continued from page 1
 stood that these steps are to be accompanied by airy flings and graceful gambolings.

If you desire further information, I will cheerfully supply you with it, for I am anxious to see this course instituted in a proper manner, and I will do everything in my power to further its innovation.



TEACHING A CLASS IN MECHANICAL DRAWING

When Mr. Kelly asked me to conduct a class in Mechanical Drawing, I was highly elated at the prospect of escaping from a tedious lesson, and at the idea of trying something altogether new. Of course I had to be familiar with the object I was to teach, or rather I was to try to teach, but what of that? I simply had to measure exactly, give these measurements to the class, and then sit down and watch them work.

That was my opinion at the moment, but at the present time I have an altogether different view on the matter. Accordingly, I took the object, a small footstool, measured it at a front and side view, copied down the figures and departed, thinking my greatest work was over.

Monday morning I entered class in high spirits, joking with the fellows about the good teacher they were about to have.

When the bell rang for the opening of the first period I walked to the front of the room, called the attention of the class to the object they were to draw, and then commenced to give the measurements. I got no further than two of these figures when I heard a voice, "Is the front view ten inches, Mr. Costello?" On the contrary I had said twelve inches. Then began one of the most trying periods of my life. The class was positive I said six instead of five, four instead of three, or nine instead of eight. Again, as if they discredited my measurements, they ignored me entirely and sought to measure the stool for themselves. This settled, I met another difficulty when I discovered that some of the boys were using a scale different from that agreed upon by the class in general.

After this difficulty had been straightened out, there was silence for minutes except on the part of Mr. Najarian who talks incessantly at all times.

Then I heard the whole class, or what seemed like the whole class, asking me to criticise their drawing, see if the measurements were correct, or if the position of the drawing was right.

I was breathing hard when this period was ended and was wondering what teachers took between periods to make them recuperate.

Finally a few completed their drawings and after I had corrected them, handed them in.

From this time to the end of the period I collected and corrected papers, making deadly enemies for the simple reason of marking something wrong in many of the masterpieces handed in.

However, I was saved by the bell which rang for dismissal just as I was trying to convince Mr. Burke that the object he had drawn or tried to draw was not a house or a piano but just a plain footstool.

I am still wondering where patient men are born or made.

Thomas Costello
C 4

THE IRON MAN

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chattering cleared, however, after he had spoken a few sentences and he went on with his story pausing here and there, while his governor controlled his emotions, and his amplifier increased his voltage.

Picture this man in the modern home. What a help! Father wakes up on a cold morning to find that his thermostat records a decrease in room temperature. Must he get up in the shivering ether to ignite the furnace? No, most certainly not! Instead, he reaches for his bed phone and calls the servant, who is our friend Robot. What a convenience! The faithful iron man takes up the duties of the household, leaving the family playing.

What a lark for these people! Yet, what a change in their mode of living! While the Robot labors under the former duties of his masters, they in turn play and romp on the sunny shores of California or bask in the brilliant sun of tropical Florida. This type of living, a sure denotation, will surely mark the declension, the degradation, the deterioration, the degeneration, and the probable denationalization of the present peoples.

Just imagine a group of explorers and scientists enjoying an appetizing banquet at a famous all-Robot in some metropolis. Commander Richard E. Robin gives his brother-explorers the high lights of his latest northern expedition into the Arctic polar wastes. Slowly, and with the sternness and preciseness of an outdoor adventure, he weaves the exciting obstacles confronting the chief of the expedition a super-Robot. This specially built, cold-withstanding machine has flashed reports to his base previous to the banquet, and they in turn wired Mr. Robin.

From the above, much can be questioned. In fact I should not recommend the reader's taking these explanations as true facts. Having had interest in the "Iron Man affair" I have been searching for facts concerning the future of this Robot. Much material is vague and unauthentic and only weird accounts such as I have interpreted can be found. But by your own reach, do you, as honest thinkers believe in the bright future of Robots, and will mankind allow itself to stoop and bow down to telephonic control of mechanical devices?

Ernest Cote

THE PART MEN PLAY IN THE LIFE AT BRIDGEWATER NORMAL SCHOOL

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The N. A. A. is the next in order of size and influence. The function of this body is to control the athletics in which the men are engaged. The sports sponsored by the club are: soccer, basketball, and baseball. The N. A. A. dance is one of the leading social events of the year.

The Dramatic Club is an old and established institution. For a short period it declined, but last spring it was revived, and a creditable performance was given to the public as evidence of its value. This year's production will be staged in February.

The Glee Club is another institution that is again coming to the front after a short period of inactivity. A concert is being planned for the spring.

The orchestra owes much of its life and talent to its male members. Last year a dance orchestra, the Knights of Harmony, sprang into existence. Thus far no concert has been given, due to the fact that the members have been out training, but practices are now being held and a newly organized orchestra will soon make its appearance.

A body of seventy men in the school support six live and growing institutions besides their work in class activities. A fact that is not fully appreciated is that due to the small number of men many of the fellows must belong to every organization in order to keep them active. This is not so with the female members of the school's clubs.

The Bridgewater man is not a "one-sided creature but a many-sided and well-rounded one." Perhaps this accounts for their success in the teaching field as well as in the business world.

As the demand for men teachers in junior and senior high schools increases there is bound to be an ever-increasing influence of the Bridgewater men. So men—GROW—or

G o
R ight
O n
W orking

STUDYING

Continued from page 2

A practical system of mastering an assignment is to:

1. Plan your time
2. Concentrate
3. Make the subject matter mean something to you.
4. Contribute in class.

Try it and see!

F. Kilgrew.

Scientifically speaking it would be well if more of the students attending the Bridgewater State Normal School realized that an ornithological specimen in captivity is worth far more than two in the umbrageous growth of under-shrubbery.

Albert Ford.

DERBY HATS HERALDS OF WINTER

As the dandelions are to spring, so the derbies are to winter. Even before snappy Jack Frost has had a chance to blow the first blasts of winter from his icicle-fretted jaws, and before the trees have been entirely bared of their colorful foliage, Winter has been heralded, in a most glorious manner, by the familiar derby hat. Each day a new head appears under another of these queerly shaped hats, which most people at one time hated, but now have grown to hold in high esteem.

For the last few years these hats have been rapidly advancing higher and higher in our esteem and respect, until now they hold a very prominent place in the wardrobe of every gentleman who wishes to appear collegiate. Older men too, feel their youth restored to them when they don their new derby hats. Just as a straw or panama hat ushers in the first warm breezes of spring and summer, so the derby precedes the season of bitter chills, blinding snows, and all the other things that make up a cold winter. Like a mighty advancing army, their head regalia, resembling the helmets of the Yanks, rushes upon us and declares that winter is now here and that all our derby hats should be taken from their summer quarters.

In my own family this truth is verified. Last year two derby hats found their way, without aid of either father or mother, into our home and planted themselves upon the heads of my two brothers, who seemed to enjoy looking at their reflections while encased in these distinguishing objects of apparel. Even before our furnace fire had been started and before our coal bin had been filled for the winter my brothers had donned their new derbies and proudly (with a capital "P") displayed them in defiance of the remaining warm days. This year they have been gently removed from their special summer haven, on the floor in the big closet where they had been flung last, and after much brushing and cleaning are again fit to be seen in public. After their first public appearance they may be seen on arms of chairs, tops of radiators or hanging from the bridge lamp where they have been carelessly flung.

As people can tell by their aillings when certain events are to take place, so each year can I always feel that cold weather is near when I notice the appearance of the first derby hat, whether it be black or of the brown Al Smith variety. As they advance upon me in their ever increasing number, I stand by at attention and hail them, Heralds of Winter.

W. Curley
D 4

SAGACIOUS CREVICES

Heard in Pyschology
Genaitis—There is something with-
in us that causes us to do that.
Mr. Hunt—Must be indigestion.

Heard in Math.
Mr. Durgin—Mr. Purdon, do you
know how to cure a Scotchman of
sea-sickness?
Mr. Purdon—No. How?
Mr. Durgin—Put a shilling between
his teeth.

Motto for Normal School Men
"Not to be spinstered unto but to
be a minister."

Nobody loves a rag chewer; look
at the moth.

Would you rather be a school
teacher or work?

Teacher: If I had ten cents and I
bought some pencils that cost two
cents each, how many would I get?
Fresh. Six.

Teacher: You don't know your
arithmetic.

Fresh.: You don't know our school
store. (adv.)

Is the campus properly considered
the "area of high pressure" we hear
so much about in Geography?

Does the "Scientific Attitude" apply
to getting late permission for the
Dorm. girls?

Two girls met on a R. R. Track.
One was a Normal School graduate.
The other didn't have a job either.

Does W. A. A. open its meetings
with, "Now gir-r-r-ls" (as the Hand-
work class is started!)?

Brief case contents of one of the
men (?): 1 copy of New York Times
(??), several apple cores, 1 pack of
cards (doctored), Penmanship Manual,
N. A. A. handbook (??), 1 fountain
pen (borrowed), 1 copy of Spencer's
"Philosophy of Teaching" (??), 1
copy on "The Technique of Mechan-
ical Drawing in Normal Schools", 1
assignment book (unused).

Usual contents of a Normal girl's
brief case: rubbers (mates, 1 pr.),
towel, middy, compact (possibly sev-
eral), vellum, remains of Tuesday's
lunch, Christmas shopping list, hand-
kerchief, another of same, classmate's
book report, book on Hockey techni-
que, and one editorial from CAMPUS
COMMENT (?????)

Not that we care about the Train-
ing School, but it is (what used to
be) the Principal of the thing.

"Good Sociuship" probably refers
to borrowing a fellow's fountain pen;
then returning it asking him to fill it.

Wanted:—A second hand road map
to be used by the faculty so that they
can "find out where they are" during
class. If price is sufficiently low they
will be bought in quantity by Class
"A".

For Sale:—
The following books—
"Oh Men" by C. R. Dean
"Granted" by Si Call (O. G.)
All recent editions quite easy to
handle and a bargain.

"MORGAN ENSHRINED"

Continued from page 1

A carefully constructed basin was
made on the shores of Buzzards Bay,
from whose waters the Morgan had
started on many a voyage. The old
ship was reverently placed in this
berth, and cement was poured around
her that she might be preserved for the
ages. Every effort was made to fit
the vessel out exactly as she was at
the start of a whaling voyage. Sails
and rigging were carefully replaced
and all supplies put in their proper
places. Old whaling captains offered
their professional advice, so that
everything might be authentic.

The day of dedication the ship was
resplendent in fresh rigging, and
house flags flew from every halyard.
Each whaling house or concern of
old New Bedford used to have its own
distinctive flag, flown at the mast-
head of their ships. To revive the
memories of these houses a different
flag is now flown from the masthead
every day, and on special occasions
they are all flown at once, a beautiful
spectacle. Every pleasant day in
summer her sails flutter proudly in
the breeze, and she seems to sail
gloriously out to sea as she did eighty-
eight years ago.

A trip aboard this bark is both en-
tertaining and educational. An old
whaling captain, Captain George
Fred Tilton, is always on deck, ready
to explain the intricacies of the craft
to the "landlubber", and to take him
on an imaginary whaling voyage. Fifty-eight years ago he made his
first whaling voyage on this same
vessel. His yarns have delighted
thousands of visitors from all states
in the Union for the past three sum-
mers. At one time he walked three
thousand miles out of the frozen
Arctic to get help and supplies for the
whaling fleet, held fast in the ice
floes. A more amusing incident he
relates is the story of the ship's
medicine chest. In those days the
remedies were numbered, the captain
holding the key which told the number
of the remedy to prescribe for certain
symptoms. One day the symptoms of

TOASTED SANDWICHES

and
COLLEGE ICES

OUR SPECIALTIES

CASEY'S

ON THE SQUARE

COMPLIMENTS

of

GREEN STORES, INC.

Ferguson's Shoe Store

Good Shoes

and

Good Shoe Repairing

The Official Gym Shoe in Stock

44 Central Square

OLIVER'S
AMERICAN RESTAURANT

ALL HOME COOKING

Fair Prices

COR. BROAD & MAIN ST.

one man's illness called for remedy
fifteen. Finding that the bottle con-
taining remedy fifteen was empty,
the captain proceeded to administer
a mixture of numbers nine and six.
As a result the ship was minus one
of her crew.

At night the bark is brilliantly
lighted with flood lights, and coming
up the bay on a pleasant night one
gets a beautiful view. Col. Green
maintains a crew to care for the
whaler, and the wharf and nearby
beach are covered with huge casks
and other whaling regalia, common
in New Bedford in days gone by.
The Morgan's last cruise was in 1922,
when she was used on an actual voy-
age to get scenes for the famous
moving picture of the whaling days,
"Down to the Sea in Ships."

This whaling shrine is well worthy
of a visit, and Captain George Fred,
as he is affectionately called, furn-
ishes an account of whaling voyages
that will never be forgotten.

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How about the teacher who left the
motor of his Buick running while he
went into the school and then re-
turned and stepped into a Ford
Sedan?